

**AN ANALYSIS OF CODE MIXING IN CONVERSATION OF
THE STUDENTS AT STATE JUNIOR HIGH SCHOOL
(SMPN) 3 XIII KOTO KAMPAR**



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PEKANBARU
1432H/2011M**

**AN ANALYSIS OF CODE MIXING IN CONVERSATION OF
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Thesis

Submitted to Fulfill One of the Requirements

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ملخص

امثال (2011) : "دراسة تخليط اللغات في طلاب الإعدادية الحكومية 3 منطقة 13 كوتوكمفار.

وتوجد في بعض الطلاب ضعف وإخفاً اللغات في محادثتهم خاصة التي تتعلق باللغة الإنجليزية. وعلى ذلك أراد الكاتب أن يبحث هذه الدراسة.

وأما مادة الموضوع في هذا البحث هي طلاب الإعدادية الحكومية 3 منطقة 13 كوتوكمفار للعام الدراسي 2008\2009 . وموضع منها هو أنواع تخليط اللغات. وتوجد في هذه المدرسة ستة فصول ويكون مجموعتهم 180 طالب. واحتار الكاتب 30% منهم للنموذج.

وللتحصيل البيانات، يستعمل الكاتب طريقة التسجيل ويقدم الأسئلة. وتسجيل هو اداة المهمة في تحصيل البيانات التي تتعلق بدراسة أنواع تخليط اللغات. وأما إقدام الأسئلة لإيجاد اللهجة التي توافق بتخليط اللغات وأي أنواع لتخليط التي يستعملون بها.

ومع ذلك، للتحليل البيانات التي وجدت من الطلاب، فيستعمل الكاتب رموز الأتي :

وأيضاً لمعرفة نسبة مئوية في استعمال تخليط اللغات، فيستعمل الكاتب الة الأتي :

$$P = \frac{f}{N} \times 100 \%$$

76% - 100% هي الأعلى

56% - 75% هي المقبول

0% - 55% هي التحت

وعلى كل بيانات فيجد الكاتب أنّ الكلمة الإسم هي أكبر الكلمة التي استعمال الطلاب في تلك المدرسة (164 الكلمة 52%)، وأما الصفة فقليل.

فالتحليل يدل على أنّ :

$$2365 = 85 + 1218 + 570 + 492$$

$$4104 = 4 \times 1026$$

$$2365$$

$$\text{ف: } \frac{2365}{4104} \times 100 \%$$

$$4104$$

$$\text{ف: } 57,62 \% \text{ (مقبول)}$$

واخرا، استعمال الطلاب تخليط اللغات يطبق بي "مقبول" (56% - 75%)

ABSTRACT

AMSAL (2011): AN ANALYSIS OF CODE MIXING IN CONVERSATION OF
THE STUDENTS AT STATE JUNIOR HIGH SCHOOL
(SMPN) 3 XIII KOTO KAMPAR.

Some of the students of State Junior High School 3 XIII Koto Kampar still lack of English vocabulary in speaking. The writer is interested to carry out the research dealing with this problem with formulation of the students' code mixing.

The subject of this research is the students of State Junior high School 3 XIII Koto Kampar in academic year 2008-2009 while the object is Typical Code Mixing. There are six classes and the total number of the students is 180. Therefore, the researcher takes 30% of the students as the sample.

To collect the data, the researcher uses record and questionnaire. Record is the primary instrument in collecting the data dealing with an analysis of Code Mixing in Conversation of the students at State Junior High School 3 XIII Koto Kampar, and the Questionnaire is used to find out the code mixing items do appear in conversation of the students and types of code mixing are dominant used by the students.

In addition, after the data collected, the data are processed and analyzed by using formula as follows:

$$P = \frac{f}{N} \times 100\%$$

To find out the percentage level of the students use code mixing, the researcher uses the measurement, as follows:

76% - 100% is high

56% - 75% is enough

0% - 55% is low

Based on the findings of this research, that the most inserted words are noun 164 words (52,9%) and adjective and exclamation are the least (12,8%). It shows that noun is the most inserted words than others and the analysis that show

$$F = 492 + 570 + 1218 + 85 = 2365$$

$$N = 1026 \times 4 = 4104$$

$$P = \frac{2365}{4104} \times 100\%$$

$$P = 57,62\% \text{ (Middle)}$$

It concludes that the students use code mixing is located on the category 56%-75% categorized into “**enough**”.

ABSTRAK

AMSAL (2011): SEBUAH ANALISIS TENTANG PERCAMPURAN BAHASA (CAMPUR KODE) DALAM PERCAKAPAN PADA SISWA SMPN 3 XIII KOTO KAMPAR.

Sebagian siswa SMPN 3 XIII Koto Kampar masih kekurangan kosa kata bahasa Inggris dalam percakapan. Penulis merasa tertarik untuk melakukan penelitian tentang permasalahan “Percampuran Bahasa”.

Adapun subjek dari penelitian ini adalah siswa SMPN 3 XIII Koto Kampar tahun akademik 2008- 2009 sedangkan objek dari penelitian ini adalah tentang tipe-tipe Percampuran Bahasa dalam berbicara. Disana ada enam local dan jumlah keseluruhan siswa adalah 180 siswa. Sementara peneliti mengambil 30% siswa sebagai sample.

Dalam pengumpulan data, peneliti menggunakan metode rekaman dan angket. Rekaman adalah sebagai instrument utama dalam pengumpulan data yang berhubungan dengan analisa percampuran bahasa yang terjadi pada siswa SMP 3 XIII Koto Kampar, dan angket digunakan untuk menemukan dialeg yang sesuai dengan percampuran bahasa yang digunakan dalam percakapan dan tipe- tipe apa saja yang lebih dominan.

Singkat kata, setelah data dikumpulkan, data diproses dan di analisa dengan menggunakan rumus berikut:

$$P = \frac{f}{N} \times 100\%$$

Untuk menemukan tingkat persentase pemakaian percampuran bahasa siswa, peneliti menggunakan alat ukur sebagai berikut:

76% - 100% adalah Tinggi

56% - 75% adalah cukup

0% - 55% adalah Rendah

Berdasarkan penemuan dalam penelitian ini, bahwa kata yang lebih banyak masuk adalah kata benda (noun) 164 kata (52,9%). Kata sipat serta eklamasi lebih sedikit (12,8). Ini menunjukkan bahwa kata benda lebih dominant dri pada yang lain.

Analisa menunjukkan bahwa:

$$F = 492 + 570 + 1218 + 85 = 2365$$

$$N = 1026 \times 4 = 4104$$

$$P = \frac{2365}{4104} \times 100\%$$

$$P = 57,62\% \text{ (Cukup)}$$

Disimpulkan bahwa pemakaian percampuran bahasa oleh siswa termasuk kategori 56%- 75% yang di kategorikan “**Cukup**”.

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CHAPTER I

INTRODUCTION

A. The Background

Indonesia is one of the developing countries that have many cultures in which it has many tribes in Indonesia such as Javanese, Batakese, Sundanese, Minangnese, etc. Every tribe in Indonesia has a role to manage the community inside it. Automatically this influences all aspects in Indonesia, one of which is language.

Every region in Indonesia has a language to communicate among people inside it to get certain goal, such as when someone asks the others to do something and in order to keep politeness, for example, Javanese language is used among Javanese people, Batakese is used among Batakese, Sundanese is used among Sundanese, etc. Some languages above are called mother tongue.

To communicate with people among their regions, people use the national language. People need to master more than one language to communicate and to interact with others among their region. All of these show that Indonesia is multilingual or heterogeneous society.

In multilingual community, speaker tends to mix from one code to the others, in which this is commonly called as code mixing. According to Nababan in Udro (2008: 15) code mixing happens when people mix two languages (or more) language in such speech act or discourse without any force to do mixing codes. Trudgill in Udro (2008: 15) defined "Code Mixing as the process

whereby speakers indulge in code switching between languages of such rapidity and density, even within sentences and phrases that are not possible to say at any given time which language they are speaking”. Code mixing can be seen in spoken and written language. Code mixing in the study is in spoken language such as in reality show.

The description above also happens at SMPN 3 XIII Koto Kampar, a school located in XIII Koto Kampar District, Kampar Regency exactly, the school in Kototuo village, which the most of the inhabitants are from Minang, Malay (Ocu) and Javanese

Related to the language usage at school, the students use Indonesian as the main language and English as a study program. In communication, sometimes they take part of English into Indonesian or Indonesian into English. This phenomenon shows that there is a “chaos” of using language.

Muysken (2000:1) explained that based on intra-sentential, contextual and situational conversation, code mixing is expressively purposing languages that are combined to increase social statue or to keep the speaker’s prestige in the society. While, Jiening (2005:2) specifically added that code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity of the participants, in order to infer what is intended, must reconcile what they hear with what they understand. Then, code mixing is a situation, which language parts come into

another language. In formal situation, it infrequently happens. However, if it happens, it is just caused of no proper expression to the language being used. Thus, it is necessary to use other language.

When the code-mixing features appear, the indications are the parts of speeches insert into other language without any separation function from the original one of the language where the parts come from. The parts become one in the language it inserts and generally it has only one function. In the maximal condition, code mixing is convergence linguistic that the parts come from some languages and each part leaves the previous function and supports the function of the language itself.

Generally, with several motives, code mixing performs in daily life. Professions, social class, economy level, age, and sex and the like are certain motives for people to have code mixing communications as sentenced by Patteda (1987:1). For example, when students explain something to another one, there are parts of language – words, phrases and clauses - that suddenly come from their own language into Indonesian or English into Indonesian.

Such sociolinguistic event can happen in various moments. The support aspect that can be reason to make an observation related the phenomenon. They are the students with different ethnic, social and cultural background. This cannot be separated from the bilingual or multilingual society because each ethnic has its own language. Moreover, they use Indonesian, and they learn English. It means that each of them has three languages namely regional language (mother

language) national language, and English. As an education department, SMPN 3 XIII Koto Kampar teaches English subject for the students to increase the students' ability in English subject, and the school gives additional time for English learning.

Referring to Competency-Based Curriculum (KBK) and Education Curriculum Unit Level (KTSP) mention that the English subject is one of the important subjects to be learned in Junior High School. Every student at SMPN 3 XIII Koto Kampar is obligated to take English subject. In average, all classes have twice a week for studying English and the teachers have qualified and professional in teaching, they used textbook and teaching methods according to the competency-based curriculum and Education Curriculum Unit Level.

The goal is all students can improve their ability more than the students from other schools. However, with or without English, SMPN 3 XIII Koto Kampar is a multilingual community. Wikipedia (2003) noted the phenomenon regarding to speaker who uses two or more languages, a community of speakers where two or more languages are used, or between speakers of different languages. Then the community has potential to have multilingual/ bilingual languages.

The real event in the student's daily life is that they have lack vocabulary and are shy when they want to speak English, and fear to make mistakes in their conversation. Therefore, code mixing is one of the ways for the students to make easy and familiarize use English in their conversation.

The fact happens at school environment is really interesting and prospective to be observed. This triggers the writer to conduct a research toward this phenomenon through one aspect – intra-sentential research. Here are several symptoms dealing with this research, as follows:

1. Some of the students still mix Indonesia language in English in their conversation.
2. Some of the students seldom speak English fully in their conversation.
3. Some of the students use code mixing in their English conversation.

Based on these symptoms, the writer is interested in carrying out a research entitled **“An Analysis of Code Mixing in Conversation of the Students at State Junior High School (SMPN) 3 XIII Koto Kampar”**.

B. The Problem

1. The Identification of the Problem

From the described phenomenon above, there are three main variants of code mixing related to the parts of language coming into one language then the writer identifies the problem. They are follows:

1. Why do some of the students keep silent when they find some difficult words?
2. Why do some of the students seldom speak English in their conversation?
3. Why do some of the students use code mixing in their English conversation?

2. Limitation of the Problems

Typology of code mixing is really a large study. The points influencing the code mixing are very general such as word, phrase, clause, and random language parts. Moreover, the students generally use Indonesian. Then, to make the problem scope smaller, the writer focuses the research on:

1. The Analysis of code mixing in conversation of the students at State Junior High School (SMPN) 3 XIII Koto Kampar.
2. The Types of Code Mixing found in the students' conversation

3. The Formulation of the Problems

The formulations of the research are formulated into the following research questions, as follows:

1. How is an analysis of code mixing in conversation of the students at State Junior High School (SMPN) 3 XIII Koto Kampar?
2. What are the types of Code Mixing found in the student's conversation?

C. The Reason of Choosing the Title

The writer is interested in doing the research is because some consideration as mentioned in the following points:

1. This study is relevant with the writer as a student of English Education department.

2. This study can be conducted because the time and place of the study are feasible for writer.

D. The Objectives and the Significance of the Research.

1. The Objectives of the Research

This study has general objectives, they are as follows:

1. To find out the analysis of code mixing in conversation of the students at State Junior High School (SMPN) 3 XIII Koto Kampar
2. To find out the types of code mixing which found in students' conversation

Moreover, this research has the special objectives as pointed in the following points, as follows:

1. As reference for those who are interested in sociolinguistic phenomena.
2. As reference for the next researchers in the field of code-mixing study.
3. As inputs for English teacher in SMPN 3 XIII Koto Kampar.
4. As the partial requirement for undergraduate program at Education and Teacher Training Faculty of UIN SUSKA RIAU.

2. The Significance of the Study.

The writer hopes that this study could give contribution and information for the English teachers of SMPN 3 XIII Koto Kampar, especially concerning with ability of the students in applying code mixing in their conversation when they find some problems. By comprehending the ability of the students, the teacher is also expected to find out the ways to solve problem. Then, it is to enlarge or expand the writer's knowledge.

E. The Definition of Term

1. Type

Type is a class or group of people or things that share particular qualities or features and are part of a larger group.

2. Code Mixing

Muysken (2001:1) said that Code mixing is expressively purposing languages that are combined to increase social statue or to keep the speaker's prestige in the society

CHAPTER II

THEORETICAL FRAMEWORK AND OPERASIONAL CONCEPT

A. Theoretical Framework

If one asks when the language exists in the world, of course, the possible answer is the language has existed in the world since the human beings born in the world, particularly from Adam prophet until present humans. It means that language is important for human beings. There is human, there is language. That is actually the fact. Therefore, between human and language are tightly united.

There are many fascinating and odd phenomena occurring in the society, they happen uncontrolled by the language and linguistic itself. This makes the language – as a science – can be separated into different side. They are internal and external aspects. Then, sociolinguistic is different from many other branches of linguistic field in which it studies the internal aspects of language such as syntax, morphology, phonology, semantic and so forth. It studies the language through the relationship of language and society, the united relationship between the language and the users of language itself.

Wikipedia (2002) noted the description of sociolinguistic as the study of the effect of any and all aspects of society, including cultural norms, expectations, and context; on the way language is used. Hence, Suwito in Ratna (2007:56) stated that the language variation consists of idiolect, dialectal, language manner, and level. The language variation is possible thing in social domain of small

society, even in individual language usage. The factors influencing the language variation are the arranging of local society formation, and language used as normal activity between society members. The external factors influencing are speaker's factor, social, and situational.

Here is the example, a sociolinguist might determine through study of social attitudes that Black English Vernacular would not be considered appropriate language use in a business or professional setting. He or she might also study grammar, phonetics, vocabulary, and other aspects and it is much as a dialectologist would study the same or regional dialect. It means that the study of language variation is concerned with social constraints determining language in its contextual environment. Code switching and code mixing are the terms given to the use of different varieties of language in different social situation.

Finally, while the study of sociolinguistic is very broad, there are a few fundamental concepts on which most sociolinguistic inquiries. It attempts to explain why the fact is not how the case is. These two approaches, although it is different, but it completes each other in practice.

1. Code Mixing

The ways of communicating among the people are various due to the supporting situations. There are two general ways of people to have communication. They are written and spoken way. Written way uses some equipments to transcribe the language, word by word into transcription such as pen, paper, etc, and spoken one uses speech organ formed sounds and directly

transformed. Although the way is different but the goal is just the same – make something known.

Background the happening of code mixing can be classified in two, that is (1) attitude (type attitudinal): attitude background of speaker, and (2) Language (linguistics of type): background limitation of Language, so that there is reason role identify, manner identify, and desire to explain or interpret.

Thereby code mixing happened caused interrelationship among role of speaker, Language form, and Language function. Some of code mixing form, that is (1) insertion of word, (2) insertion of phrase, (3) insertion of clause, (4) insertion of idiom or expression, and (5) insertion of form of baster (alliance forming of genuine and foreign language). Sujana (2009:11)

In relation to the language and social groups, code mixing is a phenomenon of bilingual or multilingual society. Bilingual or multilingual speakers as involved persons in using two or more languages are involved with two or more cultures, and of course, it is not separated from the result of the language use. The using of two or more languages, personal or social group, commonly named bilingualism or multilingualism. The result can be mentioned as “chaos” of the language system.

Moreover, it is also possible for the bilingual or multilingual people to use more than one code or language in a communication. One of the language phenomena especially in the study of bilingualism problem is called code mixing. Wardhaugh in Henie (2008: 2) stated that code mixing occurs when speakers use

both languages together to the extent that they change from one language to the other in the course of a single utterance. Deuchar (2005: 2) differed the terms that code switching is changing languages between sentences and code mixing is changing languages within a sentence.

Whereas Patteda (1987:1) explained this, term in Indonesian that “Campur kode adalah penggunaan bahasa yang lebih dari satu bahasa yang dengan sengaja atau tidak sengaja dipadukan untuk menaikkan status social atau menjaga gengsi penuturnya”. (Code mixing is defined as expressively combined more than one language to increase social status or to keep the speaker’s prestige).

According to Nababan in Udoro (2008:15) code mixing happens when people mix two languages (or more) languages in such speech act or discourse without any force to do mixing codes. Trudgill in Udoro (2008:15) defined “Code Mixing is as the process whereby speakers indulge in code switching between languages of such rapidity and density, even within sentences and phrases that are not possible to say at any given time which language they are speaking”.

Code-mixing serves as a ‘strategy of neutrality’ (Scotton, 1976) in order to neutralize the two impressions; one of showing off and the other of being anglicized. They develop the understanding that in order to meet complex communicative demands and to communicate fluently, effectively and successfully, they must use this characteristic of language. So, they don’t consider it harmful and start to exploit this feature as a communicative strategy. They rather consider it ‘a communicative resource’ (Adendorf, 1996).

Additionally, in code mixing situation, to keep the speaker's prestige can be mentioned, because there are no proper words to express the speaker's mean. Mehmet Celik (La Trobe University, Australia. Email: mcelik63@hotmail.com) said that Code-mixing involves the use of an Language 1 word in an Language 2 utterance- a common occurrence in bilingual or immigrant communities.

Different researchers have tried to define the term 'code', 'code-mixing' (Ayeomoni, 2006; Belly, 1976; Hymes, 1974; Kachru, 1983; Yee H, 2000). Some of the definitions are:

1. Code will be taken as a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language (Ayeomoni, 2006).
2. Code-mixing refers to the transfer of linguistic units from one language into another and the units may be morphemes, words, phrases, clauses or sentences (Kachru, 1983).
3. Code-mixing is an admixture of linguistic elements of two or more languages system in the same utterances at various levels (Yee Ho, 2000).
4. Code-mixing is the use of two or more linguistic varieties in the same conversation or interaction. (Scotton and Ury, 1977)
5. Code-mixing is the alternate use of two languages in a single discourse . (Paplock)

2. Kinds of Code Mixing

According to Sujana and Sri Hartati (2009:11) Code Mixing divided in two kinds;

- a. Inner Code Mixing is that stemming from original language with all variation.
- b. Outer Code Mixing is that stemming from foreign language.

3. Types of Code Mixing

Code mixing has some form; 1) word insertion (in fixation), 2) phrase insertion, 3) clause insertion, 4) expression/ idiom insertion, and 5) baster insertion (combining of original and foreign language).

Muysken (2000:1) explained more that code mixing is typically divided into three main types – insertion (word or phrase), alternation (clause) and congruent lexicalization (dialect)- and the most common occurrence of code mixing variants in society is insertional code mixing. Muysken in Daucher (2005:609) suggested that there are three main patterns of intra-sentential code mixing which may be found in bilingual speech community – insertion, alternation, and congruent lexicalization. In another hand, the types of code mixing are:

1. Insertional Code Mixing
2. Alternation code mixing
3. Congruent lexicalization code mixing

The explanations are:

- a) **Insertion** of material (lexical items or entire constituents) from one language into a structure of the other language. Here is the ` examples:

“jangan suka nge-**judge** gitu dong. orang kan beda-beda" (note that "judge" is the English word inserted in the Indonesian utterance).

1 English into Indonesia by Nina (<http://just-drop-by.blogspot.com/2008/03/code-switching-and-code-mixing.html>)

- b) **Alternation** between structures from languages.

Swahili-English by Poplack in Douchar (2005:610) examples:

Why make Carol sentarse atrás pa' que everybody has to move pa' que se salga? (Why make Carol sit in the back so that everybody has to move for her to get out?)

Teacher : What's your activities at home?

Ratna : Activities, e... saya sekarang kan kost pak. Disana gak comfort gitu. No time for study, soalnya pulang sekolah gak bisa istirahat. Banyak kerjaan. Mau tiduran aja ga bisa. Segen sama yang punya rumah.

Teacher : Everyday?

Ratna : Iya, everyday. Malemnya when I sleepy ya ga bisa belajar.

Planning-nya sih mau pindah gitu. Mungkin next month, sir.

- c) **Congruent lexicalization** of material from different lexical inventories into a shared grammatical structure.

Example by B. Van Den Bogaerde & A.E. Baker (2006:3) in Netherlands language.

Gee mi een kiss

(Give me a kiss)

Van Den Bogaerde & A.E. Baker (2006:3) the last type, congruent lexicalization, is most often present in mixing between dialects and between languages, which are close to each other in structure.

4. Analysis of Type Code Mixing

From the processes presented above, it can be analyzed that:

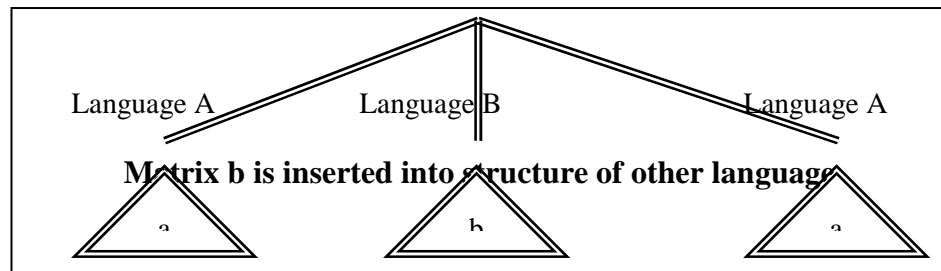
- a) Insertion is the constraint in the terms of structural properties of some base or matrix structure. The process of code mixing is conceived as something skin to borrowing and the insertion of an alien lexical or phrasal category into a given structure. The difference is simply the size and type of element inserted – noun, adjective, verb, and the like.
- b) Alternation is the constraint of mixing in terms of compatibility or equivalence of the languages involved at the mix point, and clause.
- c) Congruent lexicalization is the influence of dialect within language use.

The processes above happen inside a sentence. So, there is a changing in one sentence performed by speaker. Deuchar (2005:609-611) added that the

patterns of code mixing types can be figured as the following Matrix Language

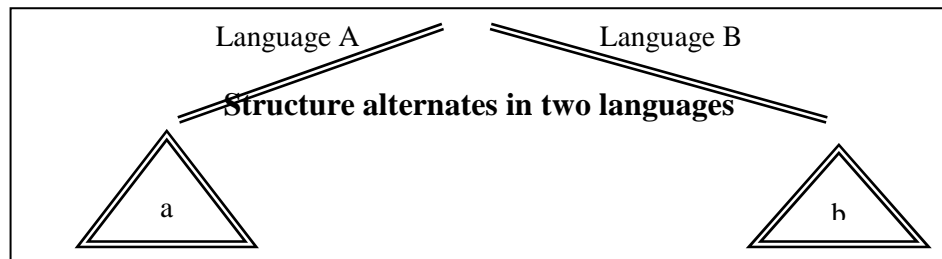
Frame (MLF):

1. Insertion



Matrix b is the lexical items of language. B that are inserted into structure of language A. Lexical items of language is words (noun, verb, adjective, adverb, preposition, or phrase).

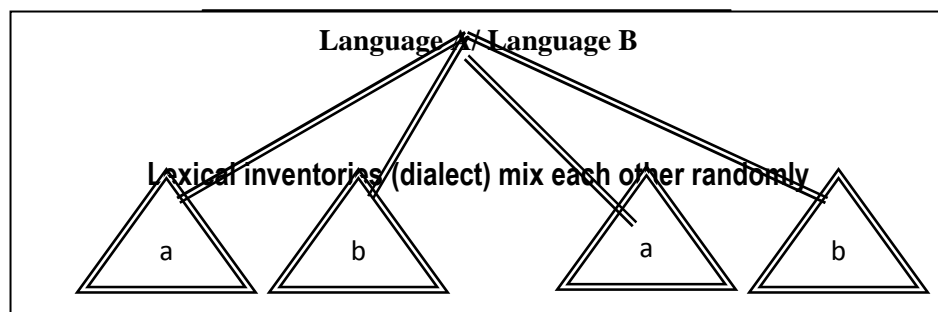
2. Alternation



Clause of language A is inserted into language B. This situation seems to be code switching because the language structure changes into another language.

But the alternation of code mixing just happens in one sentence.

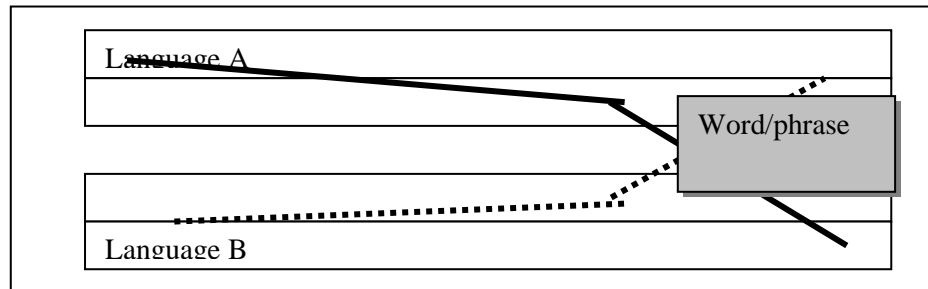
3. Congruent lexicalization



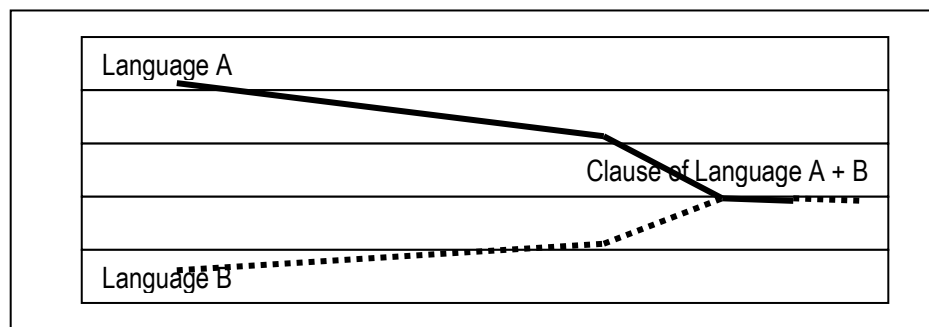
It is almost no changing of any words, phrases or clauses. The language structure is used originally. However, the changing happens inside the dialect of the language.

Alexandra Munch (2005:1) gave a description of code mixing in another figure to explain how code mixing occurs in communication. They are as follows:

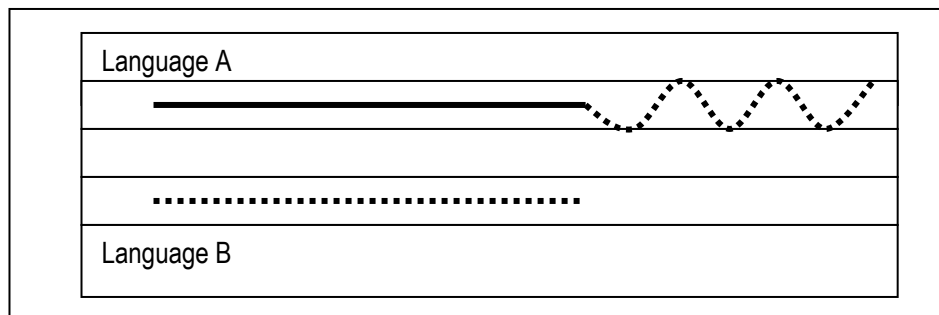
1. Word or phrasal insertion



2. Clausal alternation



3. Dialect changing



B. Relevant Research

There are some relevant researches due to this research, in terms of students' use code mixing and an analysis of typical code mixing. Dealing with this research, the writer takes some relevant researches, which have been investigated. The first is Kurniawati (2005) in her research entitled "A Linguistic Study on Indonesian – English Code Mixing Used in HAI Magazine". She discussed the morphological and syntactic form of code mixing and the meaning of the form of code mixing in the HAI magazine. She found the kinds of code mixing. There were words (84 data), which were classified into noun (84 data), pronouns (15 data), verbs (3 data), adverbs (2 data), adjectives (14 data), conjunctions (2 data), reduplications (1 datum), and hybrids (10 data). The forms belonging to syntactic form were phrase and clause (10 data).

The second is the research related to the study of code mixing had been conducted by Subekti (2006) entitled "An Analysis of Indonesian English Code Mixing Used in Tempo Magazine". She analyzed the forms of code mixing, the levels of writing and factors that can cause code mixing. The result of her analysis showed that there were 50 words, 12 phrases, and 3 idioms. The types of code mixing were outer code mixing in English. The reasons of using the code were need filling motive, prestige filling motive, and other reasons such as to complain, to give respect, etc. (Bagus Ugoro)

<http://etd.eprints.ums.ac.id/2173/1/A320040094.pdf>

C. The Operational Concept.

Operational concept is the main element to avoid misunderstanding and misinterpreting in scientific study/research. Therefore, a concept is still operated in an abstract form in a research plan which is should be interpreted into particular words in order to make them easy to be measured.

Thus, the operational concept of this study can be seen in the following indicators:

1. The students use component of code mixing in their conversation.
 - 1). Insertion of word, 2). Insertion of phrase, 3). Insertion of clause, 4). Insertion of Idiom or Expression, and 5). Insertion of form of baster (alliance forming of genuine and foreign language).
2. The students use types of code mixing in their conversation.
 - 1). Insertion code mixing, 2). Alternation code mixing, and 3). Lexicalization code mixing in their conversation.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This research aims to expose the sentence that appears in conversation from inside the sentence itself. The kind of research is Descriptive Qualitative. This research describes how the students use code mixing in their conversation. Stewart (1990:5) said the Descriptive qualitative research is a way to look into a problem based and the quality of the data. Therefore, it is not concerned to the amount of participants but view the quality of data they perform.

McRoy (2005:1) explained that qualitative research is concerned with non-statistical methods of inquiry and analysis of social phenomena. It draws on an inductive process in which themes and categories emerge through analysis of data collected by such techniques as interviews, observations, tapes, and case studies. Qualitative research uses detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study.

Descriptive qualitative research is one of two major approaches to research methodology in social sciences. Descriptive qualitative research involves an in depth understanding of human behaviour and the reasons that govern human behaviors. Qualitative research relies on reasons behind various aspects of behaviour. Simply put, it investigates the why and how of decision making, as compared to what, where, and when of quantitative research. Hence, the need is

for smaller but focused samples rather than large random samples, which qualitative research categorizes data into patterns as the primary basis for organizing and reporting results. Descriptive qualitative research is also referred to as naturalistic research or inquiry into everyday living. Direct observations are made of human behavior in everyday life.

B. The Location and Time of the Research.

The location of the study was at State Junior High school (SMPN) 3 XIII Koto Kampar. The time of this study was started on January 2009.

C. The Subject and Object of the Research.

The subject of the study was the students of State Junior High school (SMPN) 3 XIII Koto Kampar, while the object was the use of code mixing in conversation.

D. The Population and Sample of the Study.

Wikipedia (2005) noted that in statistics, a sample is a subset of a population. Typically, the population is very large, making a census or a complete enumeration of all the values in the population impractical or impossible. The sample represents a subset of manageable size. Zikmund, (1997:12) added that samples are collected and statistics are calculated from the samples, and someone can make inferences or extrapolations from the

sample to the population. This process of collecting information from a sample is referred to as sampling.

1. Population

The population of this research was 180 students. It is total students of SMPN 3 XIII Koto Kampar, in which they are divided into three groups based on the grade. They are grade 1a consisting of 33 persons, 1b comprising 34 persons, 2a covering 33 persons, 2 consisting of 31 persons, 3a consisting of 24 persons, and 3b covering 25 persons. On one hand, the researcher used random sampling to take the data that they performed. Hence, samples are 54 students of SMPN 3 XIII Koto Kampar as described as following table.

2. Sample.

Kind of sample is random sampling. Samples are selected in such a way as to avoid presenting a biased view of the population. The sample was unrepresentative of the population if certain members of the population are excluded from any possible sample. Surachmad (1972:91) stated that sample can be taken from the population as many as 50%, if the population is less than one hundred people and 15% if the population is more than one thousand.

The samples of the research are 54 students. It is 30% of the total students of SMPN 3 XIII Koto Kampar as described as following table:

TABLE III.1
The Population and Sample of the Research at State Junior High School 3
XIII Koto Kampar

No	Grade	Population	Sample	Implement
1	1a 1b	33 34	20	Male and female
2	2a 2b	33 31	19	Male and female
3	3a 3b	24 25	15	Male and female
Total		180	54	Male and female

E. The Technique of Collecting Data

The researcher uses random sampling as the techniques in collecting the data of this research.

The Instruments of the research are:

1. Recorded

The data can be gathered based on recorded speech data in both interview and “natural” setting among the participants as stated by Lapiere (1952:56). The research used natural way to collect the data both in English classes while the teaching and learning process were taking place and led by a teacher and out of the class while the students were having break.

In the speech community, the researcher just turned on the hidden tape recorder to have genuine speech data and joined the community when the class was over. Various topics were discussed such as self-introducing,

recognizing things around us, transportation, public place, etc, but most were about study programs and daily activities.

The record data transcript to identify all instances of code mixing. Each instance was coded and labeled according to its potential function. All the codes were screened and instances labeled with the same or similar codes were grouped together. To make easy in analysis, the researcher gave score to each coded.

In most cases, the data informants talked quite the same amount as the researcher. The speech were conducted in both language - English as the compulsory language of the students and sometimes switched to full Indonesian communication at a few junctures to make the communication clear.

2. Questionnaire

The other instrument in this research is questionnaire. The researcher asks some questions to the students in relevant to this study and gave score for each question suitable with sentence difficulty. The language both Indonesian and English was chosen because the languages were used as first and second language of the students during English class. Therefore, both parties were employing the skill of code mixing in the discourse.

F. The Technique of Data Analysis

Lexical items of language that come into language B are analyzed based on Deuchar's finding as shown above. Several steps were involved in data analyses. First, the researcher transcripts to identify all instances of code mixing. Second, each instance was coded and labeled according to its potential function. Third, all the codes were screened and instances labeled with the same or similar codes were grouped together. This was followed by a careful examination of the relationships between and among different codes. Finally, each pattern was reexamined to ensure that it was truly reflected the nature of its supporting data, and example(s) representing each pattern were selected to illuminate the nature of the pattern. Next, when the data were collected, the data were tabled to make further analysis. The writer analyzed the data of code mixing by means of description with percentage. The standardized as follows:

Option A (always) is categorized as "Very good" and it is scored 4

Option B (often) is categorized as "good" and it is scored 3

Option C (sometimes) is categorized as "sufficient" and it is scored 2

Option D (seldom) is categorized as "bad" and it is scored 1

Option E (never) is categorized as "very bad" and it is scored 0

Furthermore, to get the level of students' process in answering the question about the students' used code mixing in their speaking, the researcher uses the standard percentage. Writer/researcher uses the categories of level

according to Arikunto (1998:246) mentioned that the categories of the level can be seen as follows:

76% - 100% is high

56% - 75% is enough

0% - 55% is low

The first step in getting analysis result is that by collecting and classifying each item of the questionnaires based on its opinion and multiplied them by the standardized score, which have been determined before.

Then, the process continued into analyzing the data by exposing the intrasentential code mixing occurs in the conversation. The researches use the Sudijono (2006:43) formula as follows:

$$P = \frac{F}{N} \times 100 \%$$

Note:

P= Percentage

F= Frequency

N= Number of cases

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

Instrument is used in performing an action. Research instrument means what the researcher used in conducting the research. The questionnaire and recorded are used to find out the typical code mixing the students used in their conversation. The questionnaire contains some questions dealing with the typical code mixing.

A. Data Presentation

There are codes mixing use by the students in their conversation:

Noun/ noun phrase/ pronoun (164) data, Verb/ verb phrase/ Auxiliary (57) data, Adverb/ Idiom/ Preposition (49) data, Adjective/ adjectival phrase (25) data, Exclamation (15) data. The total 310 data. From the data that shows us noun/ noun phrase/ pronoun (Insertion) are more dominant from the other types.

1. Recorded Data

As shown in the appendix, the conversations indicate all of the respondents spoke Indonesian as their first language. This demonstrates that students in the speech community keep the language survive at school. This is showed as follows:

TABLE IV.1**Recapitulation of Typical Code Mixing Use by the Students in their Speaking**

No	Words	Class of Word	Amount of Word
1	Breakfast	N (Noun)	1
2	Mother	N (Noun)	2
3	Fried rice	Np (Noun phrase)	2
4	Boring	PP (Present Participle)	2
5	Fried fish	Np (Noun phrase)	1
6	You	N (Noun)	49
7	Sleep	V (Verb)	1
8	Care	V (Verb)	2
9	Brother	N (Noun)	2
10	Keep silent	IDM (Idiom)	1
11	Tired	Adj (Adjective)	1
12	Call	V (Verb)	4
13	Hospital	N (Noun)	1
14	Check out	N (Noun)	1
15	Liver	N (Noun)	1
16	Complication	CN (Countable Noun)	1
17	Be patient	Adj (Adjective)	1
18	Miss	V (Verb)	1
19	Parent	N (Noun)	3
20	Next week	Adj (Adjective)	5
21	Holiday	N (Noun)	1
22	Confuse	Adj (Adjective)	1
23	Good morning	IDM (Idiom)	2
24	Yes sir	Exc (Exclamation)	12
25	My name	N (Noun)	1
26	I	N (Noun)	19
27	Have	Aux (Auxiliary)	6
28	Three sister	N (Noun)	1
29	Young	Adj (Adjective)	2
30	Student	N (Noun)	2
31	Fourteen years	Adv (Adverb of time)	1
32	Old	Adj (Adjective)	1
33	Thank you	IDM (Idiom)	6
34	Text	N (Noun)	2
35	Forget	Adj (Adjective)	1
36	May	N (Noun)	1

37	Bring	V (Verb)	2
38	Your	N (Noun)	3
39	Everybody	N (Noun)	5
40	Live	Adv (Adverb of Place)	2
41	Son	N (Noun)	1
42	Family	N (Noun)	2
43	Know	V (Verb)	9
44	Wrong	Adj (Adjective)	3
45	The best	IDM (Idiom)	1
46	Hobby	Adj (Adjective)	4
47	Remember	V (Verb)	2
48	Sunday	N (Noun)	2
49	Help	V (Verb)	1
50	Garden	N (Noun)	2
51	Food	N (Noun)	2
52	Work	V (Verb)	2
53	Understand	V (Verb)	2
54	Movie	N (Noun)	5
55	Last night	Adv (Adverb of time)	1
56	Home	N (Noun)	8
57	Strong	Adj (Adjective)	1
58	Information	N (Noun)	3
59	Paragraph	N (Noun)	4
60	This night	Adv (Adverb)	1
61	Where	Adv (Adverb)	24
62	What	Pro (Pronoun)	18
63	Who	Pro (Pronoun)	8
64	Your name	N (Noun)	5
65	Since	Pre (Preposition)	1
66	Fine	Adj (Adjective)	3
67	Activity	N (Noun)	2
68	Next month	Adv (Adverb)	1
69	Move	V (Verb)	2
70	Get	V (Verb)	1
71	Before	Pre (Preposition)	1
72	Far	Adv (Adverb)	2
73	Small ship	IDM (Idiom)	1
74	Refreshing	Adj (Adjective)	1
75	Waterfall	N (Noun)	1
76	Cool	Adj (Adjective)	1
77	Go	V (Verb)	4

78	Will	Aux (Auxiliary)	6
79	Come	V (Verb)	2
80	Of course	N (Noun)	1
81	Make	V (Verb)	7
82	Around	Adv (Adverb)	4
83	Sorry	Exc (Exclamation)	3
84	Sit down	V (Verb)	1
85	Library	N (Noun)	1

2. Questionnaire Data

The questionnaire is administered based on the operational concept in chapter two. The indicators of the operational concept have been developed to thirteen statements. Each indicator of operational concept has been operated to become two items of statements in the questionnaire. It is used to acquire the detail information, which the writer needs for this research.

The indicators of operational concept dealing with the students use code mixing in English communication are shown below accompanied with certain items in the questionnaire that represent each of them.

1. The students like to communicate in English using lexical item of code mixing, it can be seen on the questionnaire item number 1, 3, 4, 6, 7, 8, 10, 12, 13, and 19.
2. The students use type of code mixing in communicating English can be seen on number 5, 9, 11, 14, 15, 16, and 18.

TABLE IV.2**The Students Practice their English with Friends even though mixed**

	Alternative	F	P%
1	Always	6	11.11
2	Often	9	16.66
3	Sometimes	31	57.40
4	Seldom	6	11.11
5	Never	2	3.70
	Total	54	100%

The table above shows us that 31 (57.40%) students sometimes practice their English with friends even though mixed, 9 (16.66%) students often practice their English with friends even though mixed, 6 (11.11%) students always practice their English with friends even though mixed, 6 (11.11%) students seldom practice their English with friends, 2 (3.70%) students never practice their English with friends even though mixed.

TABLE IV.3**Whenever Students have Problem in English Vocabulary, They Take Indonesia and Continue with English**

	Alternative	F	P%
1	Always	8	14.81
2	Often	11	20.37
3	Sometimes	34	62.96
4	Seldom	1	1.85
5	Never	-	-
	Total	54	100%

Table IV.3 shows us that 34 (62.96%) students sometimes take Indonesia whenever they have problem in English vocabulary and continue with English, 11

(20.37%) students often take Indonesia whenever they have problem in English vocabulary and continue with English, 8 (14.81%) students always take Indonesia whenever they have problem in English vocabulary and continue with English, 1 (1.85%) students seldom take Indonesia whenever they have problem in English vocabulary and continue with English,

TABLE IV.4
The Students Use English Mixed Indonesia in Taking over the Questions

	Alternative	F	P%
1	Always	6	11.11
2	Often	12	22.22
3	Sometimes	29	53.70
4	Seldom	7	12.96
5	Never	-	-
	Total	54	100%

Table IV.4 shows us that 29 (53.70%) students sometimes use English mixed Indonesian in taking over the questions, 12 (22.22%) students often use English mixed Indonesian in taking over the questions, 7 (12.96%) students seldom use English mixed Indonesia in taking over the questions, 6 (11.11%) students always use English mixed Indonesian in taking over the questions.

TABLE IV.5
The Students Answer the Teacher's Question Confidently Mixed Indonesia and English

	Alternative	F	P%
1	Always	7	12.96
2	Often	10	18.51
3	Sometimes	30	55.55
4	Seldom	6	11.11
5	Never	1	1.85
	Total	54	100%

Table IV.5 shows us that 30 (55.55%) students sometimes answer the teacher's question confidently mixed Indonesian and English, 8 (14.81%) students often answer the teacher's question confidently mixed Indonesian and English, 7 (12.96%) students always answer the teacher's question confidently mixed Indonesian and English, 6 (11.11%) students seldom answer the teacher's question confidently mixed Indonesian and English, 1 (1.85%) students never answer the teacher's question confidently mixed Indonesian and English.

TABLE IV.6
The Students alternate Indonesia and English in their conversation

	Alternative	F	P%
1	Always	8	14.81
2	Often	9	16.66
3	Sometimes	28	46.29
4	Seldom	9	16.66
5	Never	-	-
	Total	54	100%

The table IV.6 shows us that 28 (46.29%) students sometimes alternate Indonesia and English in their conversation, 9 (16.66%) students often alternate Indonesia and English in their conversation, 9 (16.66%) students seldom alternate Indonesia and English in their conversation. 8 (14.81%) students always alternate Indonesia and English in their conversation.

TABLE IV.7
The Students are Familiar with Using Code Mixing in their Daily Conversation

	Alternative	F	P%
1	Always	7	12.96
2	Often	10	18.51
3	Sometimes	29	53.70
4	Seldom	6	11.11
5	Never	2	3.70
	Total	54	100%

Table IV.7 shows us that 29 (53.70%) students are sometimes familiar with using code mixing in their daily conversation among them, 10 (18.51%) students are often familiar with using code mixing in their daily conversation among them, 7 (12.96%) students are always familiar with using code mixing in their daily conversation among them, 6 (11.11%) students are seldom familiar with using code mixing in their daily conversation among them, and 2 (3.70%) students are never familiar with using code mixing in their daily conversation among them.

TABLE IV.8
The Students Use other Languages or words (use code mixing) in a Sentence when They Face Problem in Speaking

	Alternative	F	P%
1	Always	8	14.81
2	Often	10	18.51
3	Sometimes	32	59.25
4	Seldom	4	7.40
5	Never	-	-
	Total	54	100%

Table IV.8 shows us that 32 (59.25%) students sometimes use other languages or words in a sentence when they face problem in speaking, 10 (18.51%) students often use other languages or words in a sentence when they face problem in speaking, 8 (14.81%) students always use other languages or words in a sentence when they face problem in speaking, 4 (7.40%) students seldom use other languages or words in a sentence when they face problem in speaking.

TABLE IV.9
The Students Insert Indonesia whenever They can not Think of English Word during Conversation

	Alternative	F	P%
1	Always	5	9.25
2	Often	8	14.81
3	Sometimes	33	61.11
4	Seldom	6	11.11
5	Never	2	3.70
	Total	54	100%

Table IV.9 shows us that 33 (61.11%) students sometimes insert Indonesia whenever they can not think of English word during conversation, 8 (14.81%) students often insert Indonesia whenever they can not think of English word during conversation, 6 (11.11%) students seldom insert Indonesia whenever they can not think of English word during conversation, 5 (9.25%) students always insert Indonesian whenever they can not think of English word during conversation, and 2 (3.70%) students never insert Indonesia whenever they can not think of English word during conversation.

TABLE IV.10
The Students Discuss in English with their Friends and their Teacher during English Day

	Alternative	F	P%
1	Always	6	11.11
2	Often	9	16.66
3	Sometimes	35	64.81
4	Seldom	3	5.55
5	Never	1	1.85
	Total	54	100%

Table IV.10 shows us that 35 (64.81%) students sometimes discuss in English with their friends and their teacher during English day, 9 (16.66%) students often discuss in English with their friends and their teacher during English day, 6 (11.11%) students always discuss in English with their friends and their teacher during English day, 3 (5.55%) students seldom discuss in English with their friends and their teacher during English day, 1 (1.85%) student never discuss in English with their friends and their teacher during English day.

TABLE IV.11
The Students Use Alternation Code Mixing when they are Speaking to Make their Friends Understand

	Alternative	F	P%
1	Always	7	12.96
2	Often	9	16.66
3	Sometimes	34	62.96
4	Seldom	4	7.40
5	Never	-	-
	Total	54	100%

The table above shows us that 34 (62.96%) students sometimes use alternation code mixing when they are speaking to make their friends understand, 9 (16.66%) students often use alternation code mixing when they are speaking to make their friends understand, 7 (12.96%) students always use alternation code mixing when they are speaking to make their friends understand, 4 (7.40%) students seldom use alternation code mixing when they are speaking to make their friends understand.

TABLE IV.12

The Students have Private English Class when they are out School Time

	Alternative	F	P%
1	Always	6	11.11
2	Often	11	20.37
3	Sometimes	25	46.29
4	Seldom	7	12.96
5	Never	5	9.25
	Total	54	100%

Table IV.12 shows us that 25 (46.29%) students sometimes have private English class when they are out school time, 12 (22.22%) students seldom have private English class when they are out school time, 11 (20.37%) students often have private English class when they are out school time, 6 (11.11%) students always have private English class when they are out school time, 5 (9.25%) students never have English private when they are out school time.

TABLE IV.13**The Students Mix Indonesian Word in English when They Do Mistakes in Speaking**

	Alternative	F	P%
1	Always	6	11.11
2	Often	10	18.51
3	Sometimes	33	61.11
4	Seldom	5	9.25
5	Never	-	-
	Total	54	100%

The table above shows us that 33 (61.11%) students sometimes mix Indonesian word in English when they do mistakes in speaking, 10 (18.51%) students often mix Indonesian word in English when they do mistakes in speaking, 6 (11.11%) students always mix Indonesian word in English when they do mistake in speaking, 5 (9.25%) students seldom mix Indonesian word in English when they do mistakes in speaking.

TABLE IV.14**The Students Insert One or Two English Word although in Indonesian Conversation**

	Alternative	F	P%
1	Always	5	9.25
2	Often	10	18.51
3	Sometimes	32	59.25
4	Seldom	5	9.25
5	Never	2	3.70
	Total	54	100%

Table IV.14 shows us that 32 (59.25%) students sometimes insert one or two English words although in Indonesian conversation, 10 (18.51%) students often insert one or two English words although in Indonesian conversation, 5

(9.25%) students always insert one or two English words although in Indonesian conversation, 5 (9.25%) students seldom insert one or two English words although in Indonesian conversation, 2 (3.70%) students never insert one or two English words although in Indonesian conversation.

TABLE IV.15
The Students Use English as Interlude in their Indonesia Conversation

	Alternative	F	P%
1	Always	6	11.11
2	Often	9	16.66
3	Sometimes	30	55.55
4	Seldom	6	11.11
5	Never	3	5.55
	Total	54	100%

Table IV.15 shows us that 30 (55.55%) students sometimes Use English as Interlude in their Indonesia Conversation, 9 (16.66%) students often Use English as Interlude in their Indonesia Conversation, 6 (11.11%) students always Use English as Interlude in their Indonesia Conversation, 6 (11.11%) students seldom Use English as Interlude in their Indonesia Conversation, 3 (5.55%) students never Use English as Interlude in their Indonesia Conversation.

TABLE IV.16
The Students Use more English than Indonesian Word when They Discuss with their Friends

	Alternative	F	P%
1	Always	5	9.25
2	Often	12	22.22
3	Sometimes	32	59.25
4	Seldom	4	7.40
5	Never	1	1.85
	Total	54	100%

Table IV.16 shows us that 32 (59.25%) students sometimes use more English than Indonesian word when they discuss with their friends, 12 (22.22%) students often use more English than Indonesian word when they discuss with their friends, 5 (9.25%) students always use more English than Indonesian word when they discuss with their friends, 4 (7.40%) students seldom use more English than Indonesian word when they discuss with their friends, and 1 (1.85%) students never use more English than Indonesian word when they discuss with their friends.

TABLE IV.17
The Students Listen to English Song to Make their English Fluent

	Alternative	F	P%
1	Always	6	11.11
2	Often	9	16.66
3	Sometimes	36	66.66
4	Seldom	3	5.55
5	Never	-	-
	Total	54	100%

Table IV.17 shows us that 36 (66.66%) students sometimes listen to English song to make their English fluent, 9 (16.66%) students often listen to English song to make their English fluent, 6 (11.11%) students always listen to English song to make their English fluent, 3 (5.55%) students seldom listen to English song to make their English fluent.

TABLE IV.18
They Use Code Mixing to have many Vocabularies.

	Alternative	F	P%
1	Always	8	14.81
2	Often	9	16.66
3	Sometimes	35	64.81
4	Seldom	2	3.70
5	Never	-	-
	Total	54	100%

Table IV.18 shows us that 35 (64.81%) students are not sometimes afraid of making errors to speak in solving problem in group discussion, 9 (16.66%) students are not often afraid of making errors to speak in solving problem in group discussion, 8 (14.81%) students are not always afraid of making errors to speak in solving problem in group discussion, 2 (3.70%) students are seldom afraid of making errors to speak in solving problem in group discussion.

TABLE IV.19
The Students Ask their Friends to Correct English Word when They Do Mistakes in Speaking

	Alternative	F	P%
1	Always	6	11.11
2	Often	12	22.22
3	Sometimes	35	64.81
4	Seldom	1	1.85
5	Never	-	-
	Total	54	100%

Table IV.19 shows us that 35 (64.81%) students sometimes ask their friends to correct English word when they do mistake in speaking, 12 (22.22%) students often ask their friends to correct English word when they do mistake in

speaking, 6 (11.11%) students always ask their friends to correct English word when they do mistake in speaking, 1 (1.85%) students seldom ask their friends to correct English word when they do mistake in speaking.

TABLE IV.20
The Students Use Lexicalization or Looking up into Dictionary when They Find Difficult Words

	Alternative	F	P%
1	Always	7	12.96
2	Often	11	20.37
3	Sometimes	36	66.66
4	Seldom	-	-
5	Never	-	-
	Total	54	100%

Table IV.20 shows us that 36 (66.66%) students sometimes use lexicalization or looking up into dictionary when they find difficult words, 12 (22.22%) students always use lexicalization or looking up into dictionary when they find difficult words, 11 (20.37%) students often use lexicalization or looking up into dictionary when they find difficult.

B. Data Analysis

1. The Analysis of Record Data

Based on the definition above, insertion of code mixing is a type of code mixing, which involves the lexical items – noun, verb, adverb, adjective and phrase – of language B is inserted into the structure of language A. From the obtained data, code switching patterns are very possibly happen as the phenomena of bilingualism. However, code mixing is clearly different with code switching. Both alternation of code mixing and code switching were also found when the data informants change the structures of languages. The finding of code mixing use by the students can be seen below:

TABLE IV.21
RECAPITULATION OF CODE MIXING USE BY THE STUDENTS

Insertional code mixing	Amount of inserted word	Percentage of inserted word
Noun / noun phrase/pronoun	164	52,9%
Verb / verb phrase/Auxiliary	57	18,3%
Adverb/Idiom/preposition	49	15,8%
Adjective / adjectival phrase	25	8,0%
Exclamation	15	4,8%
Total	310	100%

Table IV.21 shows that the students use code mixing in their conversation including noun/noun phrase/pronoun 164 (52,9%) data , verb/verb phrase/ auxiliary 57 (18,3%) data, adverb/idiom/preposition 49 (15,8%) data, adjective/ adjectival phrase 25 (8,0%) data, and exclamation 15 (4,8%) data. It shows that

noun is the most inserted words than others. The inserted words are about their activities both at school and home such as breakfast, homework, canteen, and so on.

2. The Analysis of Students Answer of the Questionnaire

In this part, the researcher analyzes the students who use code mixing to overcome the problem faced by them in speaking. The students' score categorized into high, enough and low. Here is the level or category.

High : 76% - 100%

Enough : 56% - 75%

Low : 0% - 55%

TABLE IV.22
RECAPITULATION OF THE QUESTIONNAIRE

NO	A		B		C		D		E		TOTAL	
	F	P	F	P	F	P	F	P	F	P	F	P
1	6	11.11%	9	16.66%	31	57.40%	6	11.11%	2	3.70%		
	24		27		62		6		-		119	55.09
2	8	14.81%	11	20.37%	34	62.96%	1	1.85%	-	-		
	32		33		68		1		-		134	62.03
3	6	11.11%	12	22.22%	29	53.70%	7	12.96%	-	-		
	24		36		58		7		-		125	57.87
4	7	12.96%	10	18.51%	30	55.55%	6	11.11%	1	1.85%		
	28		30		60		6		-		124	57.40
5	8	14.81%	9	16.66%	28	46.29%	9	16.66%	-	-		
	32		27		56		9		-		124	57.40
6	7	12.96%	10	18.51%	29	53.70%	6	11.11%	2	3.70%		
	28		30		58		6		-		122	56.48
7	8	14.81%	10	18.51%	32	59.25%	4	7.40%	-	-		
	32		30		64		4		-		130	60.18
8	5	9.25%	8	14.81%	33	61.11%	6	11.11%	2	3.70%		

	20		24		66		6		-		116	53.70
9	6	11.11%	9	16.66%	35	64.81%	3	5.55%	1	1.85%		
	24		27		70		3		-		124	57.40
10	7	12.96%	9	16.66%	34	62.96%	4	7.40%	-	-		
	28		27		68		4		-		127	58.79
11	6	11.11%	11	20.37%	25	46.29%	7	12.96%	5	9.25%		
	24		33		50		7		-		114	52.77
12	6	11.11%	10	18.51%	33	61.11%	5	9.25%	-	-		
	24		30		66		5		-		125	57.87
13	5	9.25%	10	18.51%	32	59.25%	5	9.25%	2	3.70%		
	20		30		64		5		-		119	55.09
14	6	11.11%	9	16.66%	30	55.55%	6	11.11%	3	5.55%		
	24		27		60		6		-		117	54.16
15	5	9.25%	12	22.22%	32	59.25%	4	7.40%	1	1.85%		
	20		36		64		4		-		124	57.40
16	6	11.11%	9	16.66%	36	66.66%	3	5.55%	-	-		
	24		27		72		3		-		126	58.33
17	8	14.81%	9	16.66%	35	64.81%	2	3.70%	-	-		
	32		27		70		2		-		131	60.64
18	6	11.11%	12	22.22%	35	64.81%	1	1.85%	-	-		
	24		36		70		1		-		131	60.64
19	6	12.96%	11	20.37%	36	66.66%	-	-	-	-		
	24		33		72		-		-		133	61.57
N	123	11.98%	190	18.51%	609	59.35%	85	8.28%	19	1.85%	1026	
F	492		570		1218		85		-		2365	

Based on the table 4.22 above, it can be obtained:

For answer A : $123 \times 4 = 492$

For answer B : $190 \times 3 = 570$

For answer C : $609 \times 2 = 1218$

For answer D : $85 \times 1 = 85$

Total : $492 + 570 + 1218 + 85 = 2365$

The researcher analyzes the data by using formula:

$$P = \frac{f}{N} \times 100\%$$

$$F = 492 + 570 + 1218 + 85 = 2365$$

$$N = 1026 \times 4 = 4104$$

$$\begin{aligned} P &= \frac{2365}{4104} \times 100\% \\ &= 57,62\% \end{aligned}$$

According to the result, the level of the standard percentage of the students using code mixing is categorized into range 56 – 75% and it is classified as enough. Thus, the researcher can conclude that the students' use code mixing in their conversation is categorized into **enough**.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Code-mixing is used widely as a communicative strategy among the students of Junior High School 3 XIII Koto Kampar. While speaking Indonesia language, they mix linguistics items of English at all linguistic level though it is most evident at single lexeme level. The research supports that point that code-mixing is not interference rather it serves for continuity and fluency. Thus, it has become a very useful communicative strategy and although the students use it spontaneously but being aware of the communicative advantages they gain by using it. Overall, Student's choice of language is frequently motivated by the learning tasks in discourses.

Contrary to common expectation, English is their language of preference at this stage. They talk to their classmates mostly mixed Indonesian and English. However, Students mix to English or to Indonesian if they do not find the word in English. Code mixing studies have "pedagogical implication for teaching English.

The results clearly show that code mixing can be used as an indicator of English language learning abilities. Instead, when teachers understand this language phenomenon and the advantages, it provides for Students, they can help these students improve their literacy through using their own linguistic ability "fund of knowledge".

Finally, the researcher concludes some points as follows:

1. There are analyses of typical code mixing of the students at State Junior High School 3 XIII Koto Kampar: Noun/ noun phrase/ pronoun (164) data, Verb/ verb phrase/ Auxiliary (57) data, Adverb/ Idiom/ Preposition (49) data, Adjective/ adjectival phrase (25) data, Exclamation (15) data. The total 310 data.
2. Insertion code mixing is the types was more dominant used by the students in their conversation, it about 57.67% and it is categorized into enough

B. SUGGESTION

The following suggestions are addressed to the students, teacher and institution. For the students, it is expected that they have to increase their ability in speaking English in their conversation. They also must have hard effort to improve their motivation in studying English, especially in Speaking ability.

For the teacher, the result of this study is expected as a feedback in improving their teaching process, especially English teaching. For institution, by knowing the students' factors that make students face difficulties in their conversation, it must prepare enough books in the library.

Finally, the researcher suggests to English teachers in Kampar regency especially in SMPN 3 XIII Koto Kampar to grow English teaching learning through code mixing communication. Thus, the students can increase their ability to have good English and useful for their own purposes.

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